Faculty and staff in attendance were Julie Adam, Barbara Barnett, Gerri Berendzen, Peter Bobkowski, Ann Brill, John Broholm, Yvonnes Chen, Joseph Erba, Pam Fine, Mugur Geana, David Guth, Angie Hendershot, Penny Hodge, Carol Holstead, Jammie Johnson, Denise Linville, Frances Lyons, Chuck Marsh, Lisa McLendon, Kerry Navinskey, Laveda Peterlin, Jon Peters, Scott Reinardy, Steve Rottinghaus, Hyunjin Seo, Susanne Shaw, Eric Thomas, Matt Tidwell, Gayle Vannicola, Tom Volek, Mike Vrabac, Hong Vu, and Mike Williams.

Updates:
A search for Professor of the Practice in Broadcast to replace Chris Bacon will begin soon; two searches will be launched next year and more information will follow; Hye Jin Bang will join us in the fall as assistant professor.

Undergraduate, Graduate student updates
- Volek – latest undergrad admittance numbers are up from the previous year; proposed change to J488, increase hours from 2 to 3, a practical approach that will go to curriculum committee for vote
- Reinardy – Eight offers to PhD students with a 4/15 deadline; respectable group of master’s students joining School in the fall semester; Matt Tidwell and Angie Hendershot have done a great job with the Integrated Marketing Communications Program at the KU Edwards Campus; 12 spring IMC grads; 8 on-line grads; 4-6 doctoral students for hooding

Recap of visit from Jan Slater (Brill) Awareness, Knowledge, Application of core skills – faculty and staff formed five groups to discuss how students demonstrate awareness, knowledge and application in these 13 categories: Understand & apply principles & laws of freedom of speech and press; Demonstrate understanding of the history & role of professionals & institutions in shaping communications; Demonstrate an understanding of gender, race ethnicity, sexual orientation & other forms of diversity domestic society in relation to mass communications; Demonstrate understanding of diversity of peoples, cultures & significance of mass communications in global society; Understand concepts & apply theories in the use & presentation of images and information; Demonstrate understanding of professional ethical principles & work ethically in pursuit of truth, accuracy, fairness & diversity; Think critically, creatively & independently; Conduct research & evaluate information; Write correctly & clearly in forms and styles for the communications professions, audiences & purposes they serve; Critically evaluate their own work & others' for accuracy, fairness, clarity, appropriate style & grammar; Apply basic numerical & statistical concepts; Apply tools & technologies; Other knowledge, skills. See below for results.

Priorities for AY 2016 – 2107: Recruitment; Reaccreditation; Curriculum: Assessment and norming; Diversity; Fundraising

SAVE THE DATE: APRIL 20, 3:30 P.M., Woodruff Auditorium, Kansas Union
Charlie Rose, National Citation Award and Scholarship & Awards Ceremony
Awareness, Knowledge, Applications of core skills
Competencies group discussions and summaries

Understand & apply principles & laws of freedom of speech and press:
How do students demonstrate AWARENESS:
- Basic understanding of copyright, libel laws
- Participating in orientation, asking question of professors
- Testing in 101
- Read, exams, discussion, quizzes
- Principle, acknowledge problems, involved in fundamental discussion, freshmen

How do students demonstrate KNOWLEDGE:
- Freedom of the press
- Exams, class discussions, media consumption
- Writing case studies, doing research
- Debates, presentations
- Examples, juniors, written and oral explanations, case studies

How do students demonstrate APPLICATION:
- FOIA Request; State House Reporting; Use of public records
- Producing own work, managing production, asking tough questions
- Internships, campus media, FOIA/KORA requests
- Case studies, testing, get involved, protest, law school
- Seniors, message development

Demonstrate understanding of the history & role of professionals & institutions in shaping communications:
How do students demonstrate AWARENESS:
- Background on profession. Provide context based on current communication tools.
- Historical references in responses, interacting with guest lecture
- Testing in 101
- Class lectures, WAW Day, speakers, history class

How do students demonstrate KNOWLEDGE:
- Knowledge can be optimal
- Exams, class discussions, evaluating guest lectures
- Research papers/projects

How do students demonstrate APPLICATION:
- No application
- Explaining why we are the way we are
- ?
- Internships, networking, J-School Generations, Interviewing, Agency, Career Fair

Demonstrate an understanding of gender, race ethnicity, sexual orientation & other forms of diversity domestic society in relation to mass communications:
How do students demonstrate AWARENESS:
Enrolling in diversity classes, joining related organizations, comprehensive exposure to different voices, engaging with international students
Testing in 101
Discussion, lecture, quizzes

How do students demonstrate KNOWLEDGE:
- Exams, class discussions, asking relevant questions, critique professionals
- Analyze media messages and representation
- Assignments

How do students demonstrate APPLICATION:
- Production of media with relevant diverse sources, reporting in community—not on community
- Crafting messages, choosing sources, identifying topics to cover and audiences to reach, images—choosing appropriately
- Writing inclusive stories, study government, research

Demonstrate understanding of diversity of peoples, cultures & significance of mass communications in global society:

How do students demonstrate AWARENESS:
- Learning about study abroad
- Testing in 101
- Study, projects, papers, discussion

How do students demonstrate KNOWLEDGE:
- Showing they understand media practices in other nations or differences in consumption practices
- Search for information internationally
- Analyze news media, campaigns, and case studies internationally

How do students demonstrate APPLICATION:
- Study abroad
- Crafting messages to other global markets
- Study/intern abroad

Understand concepts & apply theories in the use & presentation of images and information:

How do students demonstrate AWARENESS:
- Fundamentals of public speaking
- Beginning use of appropriate terms or terminology
- Concepts in J300
- Exams, discussion, introduction of concepts, vocabulary
- Understand what a good presentation looks like

How do students demonstrate KNOWLEDGE:
- Critical analysis of images and info
- Making graphics, taking photos, shooting video
- JTech
- Use of effective tools

How do students demonstrate APPLICATION:
- Doing presentations
Multimedia production
Campus media, internships, campaigns, crafting visuals
Take photos, portfolios, creative visuals for presentations, design campaigns book or infographics
Ability to produce effective presentation

Demonstrate understanding of professional ethical principles & work ethically in pursuit of truth, accuracy, fairness & diversity:

How do students demonstrate AWARENESS:
- Basic understanding, syllabus
- Personal selection of media, challenging and asking questions
- Testing in 101, recoup in 608
- Understand others' value endpoints of view

How do students demonstrate KNOWLEDGE:
- Focus on theories of ethics
- Exams, class discussion, recognition of challenges
- Analyzing ethical codes, case/situation studies, debate
- Apply decision making models to case studies
- The potter box, professional understanding of ethics, appropriate behavior

How do students demonstrate APPLICATION:
- Service learning opportunities, teamwork, internship
- Case-study/problem solving, analysis of their own specific values, challenging and asking questions
- Internships, campus media, campaigns, upper-level reporting
- Produce product in moral and ethical way

Think critically, creatively & independently:

How do students demonstrate AWARENESS:
- Purpose-Audience-Media; Interpret media messages
- Demonstrate curiosity, challenging the status quo, professors, other students and assigned readers
- Everything (life in general)
- Differences between teaching and spoon-feeding
- Understanding different perspectives

How do students demonstrate KNOWLEDGE:
- Creating free environment for speaking up; Ask 'why' and 'how' questions
- Explaining ideas, Facility with basic logic
- Analyzing data, news, audience, messages
- Putting yourself in someone else's shoes, use of problem solving skills

How do students demonstrate APPLICATION:
- Projects; Strategic thinking; Evaluate sources
- Capstone projects
- Doing a research project, campus media, campaigns
- Overwhelmed, we think this is a big deficiency. Students have less initiative, less of a "I'll take whatever you throw at me at a time."
Communicate problem solving skills

**Conduct research & evaluate information:**

How do students demonstrate AWARENESS:
- Secondary research, seeing the value of research
- Asking questions, reading widely and staying informed
- Concepts in 302
- Value of research, understanding difficulties between fact and fiction, how to find the answers

How do students demonstrate KNOWLEDGE:
- Methods courses
- Writing good questions, developing a research strategy
- Evaluation of information sources, efficient and effective search
- Understand sources, use research instruments

How do students demonstrate APPLICATION:
- Writing research reports; Primary research
- Literature review, projects that break ground, synthesis of ideas
- Choosing appropriate resources for a project, gathering relevant information from reputable sources
- Developing fact and evidence based products

**Write correctly & clearly in forms and styles for the communications professions, audiences & purposes they serve:**

How do students demonstrate AWARENESS:
- Introduce grammar
- Knowing what they don't know
- Start in 304
- Grammar test, writing assignments
- Freshmen, value of professional application in a strategic communication or news career

How do students demonstrate KNOWLEDGE:
- Class discussion of writing principles
- Understand professional communication formats, begin to execute these formats
- Writing assignments for different audiences, end assessment
- Different writing styles and how to use them

How do students demonstrate APPLICATION:
- Writing assignments
- Literate documents, revision, peer-editing, facility in different styles
- Campus media, internships, capstones
- Professional grade understanding and use of all writing skills

**Critically evaluate their own work & others' for accuracy, fairness, clarity, appropriate style & grammar:**

How do students demonstrate AWARENESS:
- Start in 304, Bremner Center
- Provide rubric and standards to grade themselves, provide overall expectations

How do students demonstrate KNOWLEDGE:
Editing marks
Detail editing, concept editing, fact-checking
Understand value of feedback in classroom

How do students demonstrate APPLICATION:
Delivery of constructive feedback
Campaigns (designated editor), campus media
Critique work using professional standards

Apply basic numerical & statistical concepts:
How do students demonstrate AWARENESS:
Acknowledge what they don't know, curiosity
Concepts in 302
Freshmen understand numerical data and its value in research
How do students demonstrate KNOWLEDGE:
Test of basic concepts, asking relevant questions
Collecting and analyzing data, performing and checking calculations
Critical thinking for data application, class assignments
How do students demonstrate APPLICATION:
Legitimate comparison of longitude data sets, briefs, use of data as supplementary evidence
Creating appropriate visualizations of data, evaluating the accuracy of polls, studies and other data (plans book), analyzing financial data
Analyze data, ability to draft meaning of data

Apply tools & technologies:
How do students demonstrate AWARENESS:
Basics of editing
Knowledge of existing technologies
Concepts in 300, 302, 210 and JTech
Freshmen basic understanding of news media and technology
How do students demonstrate KNOWLEDGE:
JTech
Comparison of tools and tech, terminology, understand combination of complementary tools
Using common media tools, using surveys
Sophomore actively use new media and technology
How do students demonstrate APPLICATION:
Design assignments (audio + video)
Production of multimedia, early adoption
Social media analytics, campus media, web analytics, A/B testing
Produce content

Other knowledge, skills:
How do students demonstrate AWARENESS:
Being here, present
Concepts in 150

How do students demonstrate KNOWLEDGE:
  Civility in class discussion
  Class presentations, case studies of management and sales

How do students demonstrate APPLICATION:
  Group leadership, networking blog, interactions with media, creating promotions with personal brand
  Giving presentations, internships, campus media (including sales at UDK), evaluation of strategies for effectiveness

NOTES: All classes should have a "to-do" component; More focus on analysis and application of data; Problems with grammar; Lack of up-to-date technology; More numerical literacy; Tackling controversy; Awareness is part of the conversation; Knowledge is what you've learned that you can talk about; Application is what you do with the information